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ABSTRACT

This course guide for a teacher education program takes a modular approach to the training of teachers for Spanish-S programs in bilingual elementary schools. Each of the four modules presents a number of tasks for the student to accomplish, and provides a list of resources to assist the student. The modules cover the following topics: (1) language acquisition theories (with emphasis on linguistic interference in second language learning), (2) audio-lingual methodology, (3) developing native language (i.e., Spanish) skills, and (4) measurement of linguistic competence. (JB)

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SPA 479

STUDIES IN BILINGUALISM:

METHODS FOR TEACHING SPANISH-S

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Prepared for the Department of Modern Languages

Florida International University

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by

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SPA 479

Studies in Bilingualism:
Methods for Teaching Spanish-S

Introduction

Spanish-S programs in bilingual schools are relatively new in American education. As a result, teachers come to the Spanish-S classroom facing a particularly demanding challenge, that of carrying out an instructional program without the benefit of adequate research, sufficient curricula materials, or total commitment of the community. In this course teachers will participate in reading, discussion, field research and classroom teaching experiences through which they will have the opportunity to contribute to research in Spanish-S teaching, and to develop critical abilities and teaching competencies to cope with the socio-cultural, psycholinguistic, and pedagogical issues of Spanish-S teaching.

Required textbook

Seeyle, H. N. Teaching Culture. National Textbook Company, 1975.

(Library reserve materials)

Recommended textbooks

Stockwell, Bowen, Martin. The Grammatical Structures of of English and Spanish. University of Chicago Press, 1965.

Seco, Manuel. Gramática Esencial del Español. Aguilar.

MODULE I

Language Acquisition Theories

Introduction

This module is designed to acquaint the students with current psycholinguistic research on language acquisitions and to sensitize them to interference phenomena in language performance.

Task I

The student will compare and contrast the "empirical" and "rational" theories of language acquisition.

Enablers

1. Provided by the teacher in class.
2. The student will read from the instructional resources
   a. Bloomfield
   b. Brooks
   c. Langacker
   d. Jakobovits

Instructional Resources

See list at the end of Module I

Task II

The students will participate in a panel discussion on similarities and differences on first langauge acquisition and second language acquisition.

Enablers

1. The students will read the articles listed in the instructional resources by Susan Ervin-Tripp, Clifford Prator and Leon Jakobovits.
2. The student will define positive linguistic transference.
3. The student will define negative transference or interference.

Instructional Resources

See list at the end of Module I

Task III

The students will visit the Teacher Training Center and record the oral performance of pupils in Spanish S and/or Spanish SL classes at grades 2, 4 and 6 and obtain samples of linguistic interference (group task and/or individual task).

Enablers

1. The student will provide examples of phonological interference.
2. The student will provide examples of morphological interference.
3. The student will provide examples of lexical interference.
4. The student will provide examples of semantic interference.
5. The student will provide examples of syntactic interference.

Instructional Resources

See list at the end of Module I

Task IV

The students will obtain writing samples of Spanish S and/or Spanish SL pupils in grades 2, 4, and 6 and will discuss the evidence found of interference.

Enablers

1. The student will contrast the notion of interlanguage interference versus intralanguage interference.
2. The student will define orthographic interference.

Instructional Resources for Module I

Bloomfield, Leonard. Language (Chapter 2). New York: Holt, Rinehart and Winston, 1933.

Brooks, Nelson. Language and Language Learning (Chapter 4 "Language Learning"). New York: Harcourt, Brace and World, 1960.

DiPietro, Robert. Language Structures in Contrast. Rowley, Massachusetts: Newbury House, 1971.

Ervin-Tripp, Susan M. "Is Second Language Learning Like The First?" TESOL Quarterly 8, 1974, pp. 111-127.

Jakobovits, Leon. "Implications of Recent Psycholinguistic Developments for the Teaching of a Second Language." Readings in Applied Transformational Grammar. Ed. by Mark Lester. New York: Holt, Rinehart and Winston, 1970, pp. 253-276.

Jakobovits, Leon. "Second Langauge Learning and Transfer Theory." Language Learning 19. 1969, pp. 55-86.

Lakoff, Robin. "Transformational Grammar and Language Teaching." Language Learning 19. 1969, pp. 117-140.

Langacker, Ronald W. Chapter 9. "The Universality of Language Design." Language and its Structure. New York: Harcourt, Brace and Jovanovich, 1973.

Prator, Clifford. "Adding a Second Language." TESOL Quarterly 3, 1969, pp. 95-104.

Stockwell, R. and J. Donald Bowen. The Sounds of English and Spanish. Chicago, Illinois: University of Chicago Press, 1965.

Stockwell, R., J. Donald Bowen, and J. Martin. The Grammatical Structures of English and Spanish. Chicago, Illinois: University of Chicago Press, 1965.

MODULE II

Audio-lingual Methodology

Introduction

The Audio-lingual method of second language instruction has dominated the language teaching field for the past two decades. Although audio-lingual approach was a major advancement in second language pedagogy, it has recently received strong negative criticism. The positive and negative aspects of audio-lingualism deserve careful study.

Goals

The student will make a critical examination of the audio-lingual approach to second language teaching. He/she will develop skills in teaching through this approach. The student will familiarize himself/herself with some instructional materials based on the principles of audio-lingualism. The student will argue for and against the approach.

Task I

Using Introducing Spanish or Let's Speak Spanish the student will teach a 5 minute mini lesson employing pattern dills. The micro lesson will be videotaped and critiqued by his/her peers.

Enablers

1. The student will define the goal of the audio-lingual approach to second language teaching.
2. The student will read Chapter 2 of Teaching Foreign Language Skills by Wilga M. Rivers and he/she will outline the basic tenents of the audio-lingual method.
3. The student will read pages 3-20 of the Teacher's Manual of Introducing Spanish by Robert Brooks.
4. The student will explain the role of habit formation in the audic-lingual methodology.
5. The student will determine the role of pattern drills in the audio-lingual methodology.
6. The student will prepare a taxonomy pattern practice drill.
7. The student will explain the relationship between pattern practice and habit formation.

Instructional Resources

See list at end of Module II

Task II

The student will visit the Teacher Training Center and will observe an SSL class. He/She will write a paragraph identifying what aspects of audio-lingual methodology were used by the SSL teacher. He/She will include a statement on the instructional materials employed.

Task III

The student will present Task I to a small group of students in the Teacher Training Center.

Task IV

The student will argue for an against the audio-lingual approach for second language teaching.

Enablers

1. The student will read Chapter 3 from The Development of Modern Language Skills: Theory to Practice by Kenneth Chastain

2. The student will read Chapter 4 from The Development of Modern Language Skills: Theory to Practice by Kenneth Chastain.

Entry Level

Completion of previous task before going to the next.

Instructional Resources for Module II

Brooks, Robert et al. Introducing Spanish. New York: Holt, Rinehart and Winston, 1964.

Brooks, Robert et al. Teacher's Manual for Introducing Spanish. New York: Holt, Rinehart and Winston, 1964.

Brown, T. Grant. "In Defense of Pattern Practice" Language Learning 19, 1969, pp. 191-203.

Chastain, Kenneth. The Development of Modern Language Skills: Theory to Practice. Philadelphia: Center for Curriculum Development, 1971.

Finocchiaro, Mary. Teaching Children Foreign Languages. McGraw-Hill.

Lado, Robert. Language Teaching: A Scientific Approach. New York: McGraw-Hill, 1964.

Politzer, Robert L. Foreign Langauge Learning. Englewood Cliffs, N. J.: Prentice-Hall, 1965.

Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of Chicago Press, 1968.

Schmitt, Conrad J. Let's Speak Spanish 4 (Teacher's Guide). New York: McGraw-Hill, Webster Division, 1966.

MODULE III

Developing Native Language Skills

Introduction

The student who is preparing to teach in the elementary school participates in several courses concerned with the Language Arts. We treat here several issues peculiar to language skills in Spanish-S language arts programs.

Goals

In this module the student will investigate the relationship between the learner's cultural milieu and listening skills, the relationship between native language use in the bilingual-bicultural environment and the learner's speaking skills, linguistic interference phenomena in writing skills, and the selection of reading materials for the Spanish-speaking child in a English-dominant environment.

Instructional Resources

1. Curricula series specified by the Instructor.
2. Library reserve materials of Professors Edelsky, Gurucharri, and Sullivan.

Entry level

Completion of previous modules

A. Listening Skills

Task I

1. The student will identify goals for listening activities in a language arts curriculum.
2. The student will list the specific instructional objectives for development of listening skills in the Dade Country Spanish-S program.

Task II

The student will carry out activities for developing listening skills related to the child's Hispanic environment.

1. The student will identify five non-linguistic sound experiences related to the child's environment (home, school, play, Latin music, etc.).

2. The student will design a sound-identification game and use it with a group of children in the teacher-training center.

3. The students will report, compare, and evaluate the games in class.

4. The student will identify five linguistic listening activities (dictation, story-telling, following directions, etc.) related to the Hispanic cultural environment of the elementary school child.

5. The student will execute one of these activities with a group of children in the teacher-training center.

6. The student will report, discuss, and evaluate the activity in class.

B. Speaking Skills

Task I

The student will describe the Spanish language use of the Hispanic child in a bilingual-bicultural environment.

Enablers

1. The student will develop a questionnaire to determine the degree of Spanish language use of the elementary school child. The questionnaire should cover the following information:

   a. Amount of time of Spanish language instruction in the child's school day.

   b. Language spoken during play at school.

   c. Language used with brothers and sisters.

   d. Language used with parents.

   e. Language used with grandparents; whether grandparents live in the home.

   f. Language used in neighborhood stores.

   g. Language used during play in the neighborhood.

   h. Whether the family eats dinner together regularly; language spoken at meals.

   i. Language used with friends of the family.

j. Whether Spanish language radio is heard regularly in the home.

k. Whether Spanish language television is seen regularly in the home.

l. Whether the child watches VILLA ALEGRE or CARRASCOLENDAS.

2. The students will interview children and their responses. The survey should include children of grades K-6 and should represent children of several residential neightborhoods.

3. Discuss the findings of the questionnaire in class.

Task II

The student will investigate the use of spoken Spanish in the Spanish-S classroom.

1. The student will interview three Spanish language arts teachers concerning the percentage of activities involving spoken (vs. written) Spanish in a typical week's lesson plans.

2. The student will observe the same Spanish-S class for two consecutive days and report on the children's participation in oral communication.

3. The student will describe five strategies for engaging children in oral expression in Spanish-S classes.

4. The student will demonstrate one of these strategies to the other students in class.

5. The students will exchange and evaluate strategies for developing oral expression.

Task III

The student will write a position paper on the goals of Spanish language arts program with respect to development of oral communication skills.

C. Writing Skills

Task I

The student will demonstrate and evaluate strategies for developing writing skills.

1. The student will examine the Dade County instructional objectives for Spanish-S and list the categories of writing activities it contains.

2. The student will write a description of five strategies for achieving objectives for written expression.

3. The student will demonstrate one of these strategies in class.

4. The students will exchange and evaluate strategies for developing writing skills in Spanish-S classes.

Task II

1. The students will design learning activities for teaching spelling in a Spanish-S class taking into consideration intralanguage and interlanguage interference phenomena.

Enablers

a. The student will identify sound to grapheme inconsistencies in the writing system of American Spanish.

b. The student will discuss what problems these inconsistencies will present in writing Spanish.

c. The student will discuss the notion of orthographic interference from the English writing system to the Spanish writing system.

d. The student will identify significant differences in the sound-symbol correspondence in English and Spanish.

e. The student will explain how in English and Spanish the letters of the alphabet are named differently and discuss the implications of these differences for the teaching of Spanish orthography to the bilingual child.

2. The student will implement one of these learning activities with a group of children in a Spanish-S class.

D. Reading Skills

Task I

The students will develop a rating procedure for the evaluation of reading materials for Spanish-S.

1. The student will discuss the importance of culturally sensitive lexical and situational items in the instructional materials used in teaching reading to bilinguals.

2. The student will discuss some of the problems of comprehension and motivation that children encounter when presented with vocabulary and situations foreign to their cultural experience.

3. The student will discuss the importance of reading materials being proportionate to the age and lexical development levels of the children.

4. The student will discuss the importance of variety and interdisciplinary content in reading materials.

5. The students with the assistance of the instructor will explore further criteria for evaluating reading materials.

Task II

The students will examine the content of five reading series and rate them according to the criteria developed in the previous task.

Task III

The students will write a critique of each series.

MODULE IV

Measurement of Linguistic Competence

Introduction

In bilingual schooling language testing is done for a variety of purposes, including testing for language dominance to place a child in the appropriate instructional program, diagnostic testing to assess a child's strengths and weaknesses in certain defined skills, and post-instructional testing to assess pupil mastery of skills and concepts specifically associated with the learning activities carried out in the classroom.

Goals

In this module the students will examine, administer, score, and critique representative samples of three types of language tests:

1. pre-instructional language acquisition/language dominance tests;
2. diagnostic reading tests;
3. post-instructional assessment tests.

Instructional Resources

Burt, Marina K., Heidi C. Dulay, and Eduardo Hernández. Bilingual Syntax Measure. Harcourt Brace Jovanovich, 1975.

Dade County Spanish-S Placement Test (See Instructor)

Sistema de Diagnóstico y Evaluación para la Lectura. Dade County School Board, Miami, Florida 1973.

Spanish Curriculum Development Center Curricula Units: Language Arts. Miami Beach, Florida, 1973.

Entry level

For all tasks, critical reading of the instructional resources.

Task I

The student will critique a Dade County Spanish-S Placement Test:

1. The student will become familiar with the goals, content, organization, and administration and scoring procedures of the DCSPT.

2. The student will administer the DCSPT to a 6th grade child.

3. The student will score and evaluate the child's performance.

4. The student will discuss the strengths and weakness of the test in class.

Task II

The students will perform the four steps outlined in Task I to critique the Bilingual Syntax Measure.

Task III

The student will evaluate SISDELE:

1. The student will become familiar with the goals, the organization, and the implementation of SISDELE.

2. The student will identify appropriate learning activities to deal with the reading problems diagnosed by SISDELE.

3. The student will implement an instructional activity to remedy one of the decoding problems diagnosed in Enabler 2.

4. The students with the instructor will identify and evaluate instructional activities for improving reading comprehension.

Enablers

1. Lecture by Mrs. Eva Somoza, SISDELE Reading Project, Dade County Public Schools.

2. The student will admin ster a decoding skills test to a child in the teacher-training center and score the results.

3. The student will list the categories of comprehension skills tested by SISDELE.

Task IV

The student will critique the Assessment Activities of the SCDC Language Arts curriculum.

1. Each student will select a different instructional activity from Kit 9 of the SCDC Language ARts curriculum and will carry it out with one or more children in the teacher training center.

2. The students will share in class the experience (1) in the school,

3. The students will together examine and discuss the assessment activitites in Kit 9 with respect to the following questions:

   a. What do the assessment activities measure?

   b. How do they measure the children's knowledge?

   c. How well do they relate to the instructional activities?